بسم الله الرحمن الرحیم

*IN THE NAME OF ALLAH ,*
*THE COMPASSIONATE ,THE MERCIFUL*

# انگلیسی(۳)

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**سازمان پژوهش و برنامه‌ریزی آموزشی**


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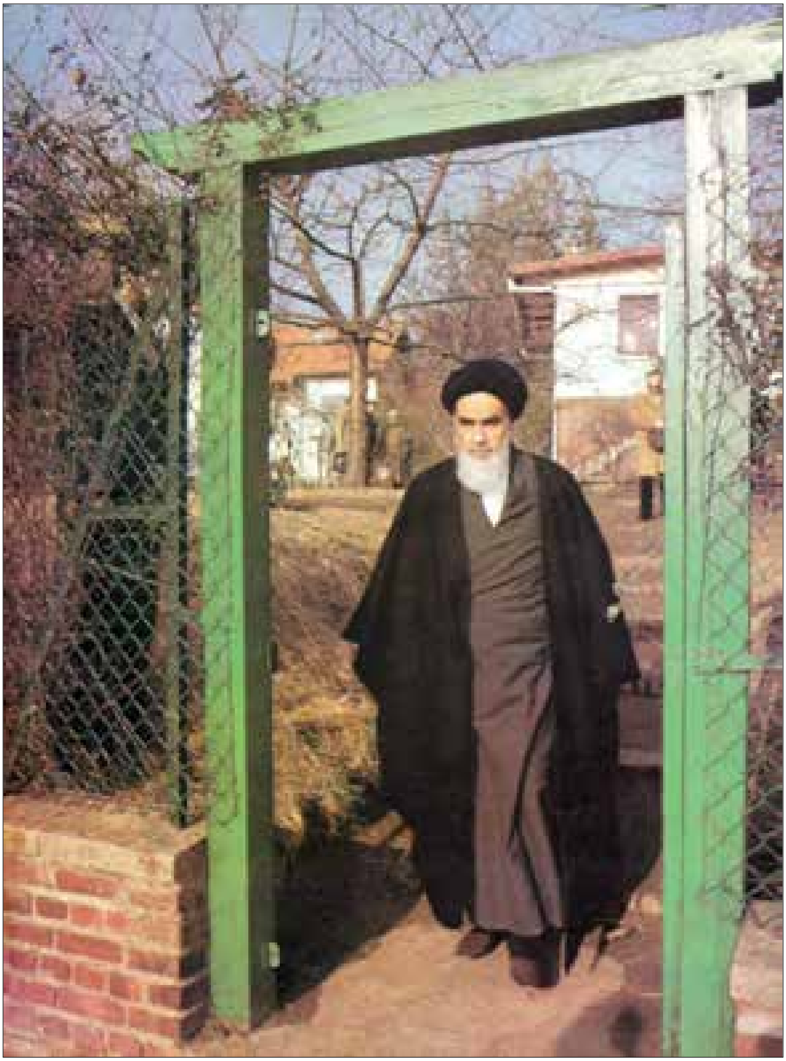
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پیشتر به زبان (خارجی) احتیاج نبود. امروز احتیاج است. باید زبان‌های زندهٔ دنیا جزء برنامهٔ تبلیغات مدارس باشد ... . امروز مثل دیروز نیست که صدای ما از ایران بیرون نمی‌رفت. امروز ما می‌توانیم در ایران باشیم و در همه جای دنیا با زبان دیگری تبلیغ کنیم.

**امام خمینی (ره)**

## بسمه تعالی

### همکار محترم

در تنظیم درس‌های این کتاب‌ها بخش‌های مختلفی در نظر گرفته شده که ذیلاً به شرح اهداف و روش تدریس هر یک از بخش‌ها می‌پردازیم و امیدواریم دبیران محترم با آگاهی از اهداف مورد نظر از هر بخش، شیوه تدریس مناسب را برای آموزش آن برگزینند.

**بخش A (New words)** : هدف از ارائه این بخش آشنا ساختن دانش‌آموزان با لغات جدید Reading است. مهم این است که این کار حتی‌الامکان بدون استفاده از زبان فارسی صورت گیرد. معلم با استفاده از تکنیک‌های مختلف آموزش لغات (نشان دادن شئ، استفاده از حرکات برای نشان دادن افعال، نشان دادن تصویر، ارائه تعریف‌های ساده، دادن مترادف، متضاد و غیره) معنی کلمات را به دانش‌آموزان می‌آموزد و با استفاده از جملات داده شده در این قسمت، فرصت و امکان استفاده از زبان انگلیسی را به صورت گفت‌وگو، سؤال و جواب و ... فراهم نموده و نحوهٔ کاربرد کلمات را در جملات آموزش می‌دهد. بدیهی است معلم می‌تواند با توجه به عوامل مختلف، در صورت لزوم، جملات دیگری را نیز مورد استفاده قرار دهد.

**بخش B (Reading)** : هدف خواندن متن و درک آن است. متن درس نباید به هیچ‌وجه برای دانش‌آموزان ترجمه شود. هدف آموزش «ترجمه» نیست،منظور این است که دانش‌آموزان متنی را به زبان انگلیسی بخوانند و سعی کنند معنی جملات آن را حتی‌الامکان بدون توسل به زبان مادری درک کنند. معلم نباید همه نکات مختلف دستوری را که احیاناً در جملات متن و سایر بخش‌ها آمده است برای دانش‌آموزان توضیح دهد. توضیحات دستوری تنها در محدوده نکاتی است که در E و D مطرح شده. البته چون مطالبی که قبلاً تدریس شده در قالب جملات قسمت‌های مختلف درس مرتباً به کار رفته و مرور می‌شوند، دانستن آن‌ها برای دانش‌آموزان ضروری است.

**بخش D و E (Speak Out, Write It Down)** : در این قسمت‌ها، نکات دستوری درس مطرح شده است، در تدریس نکات دستوری، مانند کتب انگلیسی دورهٔ راهنمایی، اغلب تمرین‌هایی که شامل مراحل Repetition، Substitution، Transformation و Production می‌باشد در این کتاب گنجانده شده است.

باید توجه داشت که دستور زبان به خودی خود « هدف» نبوده بلکه وسیله‌ای است جهت درست نوشتن، درست خواندن و درست صحبت کردن، همکاران محترم توجه داشته باشند که توضیحات دستوری مطرح شده در کتاب خطاب به «معلم» (To the teacher) می‌باشد و نباید انتظار داشت دانش‌آموزان این توضیحات را «حفظ» کنند و به هیچ‌وجه خارج از محدوده مطالبی که در کتاب مطرح شده است نکاتی را به دانش‌آموزان یاد ندهند.

**بخش F (Language Functions)** : اجزای جملات این قسمت نباید برای دانش‌آموزان از لحاظ دستوری مورد بحث قرار گرفته و تشریح شوند. در بعضی جملات نکاتی وجود دارد که دانش‌آموزان هنوز نیاموخته‌اند. نباید از دانش‌آموزان خواست عین جملات کتاب را طوطی‌وار حفظ کنند. بلکه موقعیت‌های مطرح شده را باید به صورت طبیعی با دانش‌آموز و ضمن ایفای نقش تمرین نمود. در نهایت باید خود دانش‌آموزان بتوانند براساس جملات این قسمت در نقش‌های مختلف با یکدیگر صحبت کنند.

**بخش G (Pronunciation Practice)** : هدف آشنا ساختن دانش‌آموزان با تلفظ صحیح حروف، کلمات و جملات است. مسلماً تدریس باید به‌صورت تکرار و تمرین و احیاناً بازی‌های جالب انجام شود. دانستن معنی کلماتی که قبلاً تدریس نشده ضروری نیست.

**بخش I (Vocabulary)** : در این بخش لغات جدید درس به ترتیب حروف الفبا آورده شده است. با توجه به ارتباط

مطالب کتب زبان انگلیسی دورهٔ دبیرستان با مطالب کتاب‌های انگلیسی دورهٔ راهنمایی، به دبیران محترم توصیه می‌شود، در ابتدای سال تحصیلی نکات مهم کتاب‌های دورهٔ راهنمایی را در کلاس مرور کرده و دانش‌آموزان را برای شروع این کتاب آماده نمایند.

این کتاب دارای نرم‌افزار آموزشی صوتی و راهنمای معلم می‌باشد. همچنین در ادامه به‌منظور آموزش مفیدتر زبان انگلیسی درآینده نزدیک، نظر شما همکاران محترم رابه چشم‌انداز آموزش زبان انگلیسی معطوف می‌داریم؛

## چشم‌انداز آموزش زبان انگلیسی

با لطف و مدد الهی، همسو با برنامه‌ریزی‌های جدید به منظور بسترسازی مناسب برای ایجاد تحول بنیادین در نظام آموزشی ــ تربیتی کشور، در گروه زبان‌های خارجی دفتر برنامه‌ریزی و تألیف کتب درسی، نظریه و رویکردی نوین و نوآورانه مورد توجه صاحب‌نظران و کارشناسان قرار گرفت.

در این رویکرد، ضمن توجه به اهمیت پرداختن به چیستی، چرایی و چگونگی فعالیت‌های آموزشی ــ تربیتی، آموزش کیفی و توأمان مهارت‌های چهارگانهٔ زبانی (گوش دادن، سخن گفتن، خواندن و نوشتن) و کیفی‌سازی آموزش مهارت‌های یادگیری نیزمدّنظر است. در این راستا، فراگیرندگان باید متفکرانه، عاقلانه و عالمانه از یک‌سو، و با نگاهی دوسویه، هدف‌مند و ارزش مدار، فعالانه و آگاهانه، مهارت‌آموزی کنند.

به‌منظور دست‌یابی به زیبایی‌شناسی فطری، تألیف کتاب‌های درسی جدید رویکردی تفکرگرا، تعقل محور و خودشکوفا دارد و در آن ایجاد ارتباطی سالم، با نشاط، ارزش‌مدار، هدفمند، فعال، پویا، معنادار، دوسویه و تأثیرگذار مورد تأکید است. در برنامه‌ریزی‌های جدید، رویکرد تألیف کتاب‌های زبان‌های خارجی به‌ویژه زبان انگلیسی،از نگاهی علمی ــ معرفتی، منطقی و فرهنگی برخوردار است که در واقع ارزش‌های هویتی اسلامی ــ ملی‌مان را در بردارد. این برنامه، کیفی‌سازی آموزش زبان را با نگرشی توحیدی نسبت به تنظیم اهداف، محتوا، روش‌یاددهی، ارزش‌یابی فرایندی و ... نیز پوشش می‌دهد.

در این رویکرد، پیام‌های آموزشی ــ تربیتی از مرز مفاهیم پیشتر می‌روند و کاربردی می‌شوند. فراگیرندگان در فضای آموزشی ــ تربیتی و کلاس درس، مصرف‌کنندهٔ صرف اطلاعات دریافتی نیستند، بلکه خود می‌توانند ناقد و تحلیل‌گر محتوای آموزشی باشند و بر رشد فرایندی فعالیت‌های علمی ــ معنوی در مشارکتی معنادار بیفزایند و هم‌افزایی کنند.

هم‌چنین در برنامه‌ریزی‌های جدید بسته‌های آموزشی ــ تربیتی، علاوه بر کتاب درسی به عنوان منبع اصلی، کتاب کار و نرم‌افزار آموزشی برای خودآموزی فراگیرندگان، کتاب راهنمای معلم، و فعالیت‌های جانبی و مکمل دیگری از جمله معرفی سایت‌های مفید و فیلم‌های زیرنویس‌دار دو یا سه زبانه، سی‌دی‌ها و کتاب‌های آموزشی ــ تربیتی و تولیدات جدید و ... نیز مورد توجه است.

لذا در امر آموزش، علاوه بر توجه به کیفی‌سازی مهارت‌های یادگیری و مهارت‌های دریافتی، توجه به مهارت‌های تولیدی به ویژه سخن گفتن و نگاشتن، ضمن دقت در فلسفهٔ آموزش و فراگیری و هم‌چنین تقویت نگاه و روحیهٔ پرسش‌گری و پاسخ‌گویی مسئولانه و ... ملاک فعالیت‌هاست تا ویژگی‌های انسان از دیدگاه قرآن حکیم (تفکر، تعقل، علم، ایمان به خالق هستی‌بخش، عمل صالح و اخلاق نیکو) در فرد متبلور شوند و فراگیری معنادار به تغییر رفتار مستمر و پایدار در مسیر الهی بینجامد. در برنامه‌ریزی‌های جدید سعی شده است، ضمن ایجاد نشاطی علمی در فضای آموزشی ــ تربیتی، رشد تربیت علمی ــ معرفتی و تعمیق فعالیت‌های مفید فرهنگی، به‌ویژه فرهنگ‌سازی برای تولید محتوا، مدّنظر قرار گیرد. به‌علاوه، بر توسعهٔ انسانی فطرت‌گرا، گسترش زیبایی‌شناسی فطری، اهمیت و جایگاه علم و معرفت کاربردی در زندگی تأکید شود و در راستای چشم‌انداز ۲۰ سالهٔ نظام جمهوری اسلامی ایران، برای رشد و تعالی ارتباطات انسانی ــ اجتماعی جامعه‌ی بشری، ارتباطات زبانی را ارزش‌مدار، معنادار، تأثیرگذار، مفید و خودباورانه سازد. توفیق شما را از درگاه احدیت خواهانیم.

**گروه درسی زبان‌های خارجی دفتر تألیف کتاب‌های درسی ابتدایی و متوسطه نظری**

**http://eng-dept,talif.sch.ir**

# Review Exercises (1)

### *A) Fill in the blanks with appropriate modals.*

1. The library was closed, so he -------- get the book.
2. I ----------- swim when I was at school, but now I --------------- .
3. Fish ----------- live in the air, but they ------------- live in water.
4. You are too fat. You ------------- eat too many sweets or potatoes.
5. It's my mother's birthday next week. I -------- remember to buy her a present.
6. People ------------ work at weekends.
7. The train is leaving in two minutes. I ---------- go now !

### *B) Fill in the blanks with it or there.*

1. Take a taxi. ------------ is a long way to the station.
2. ---------------- was a dog in the field. ------------- was a big black one.
3. --------- was after midnight and --------- were few people on the streets.
4. ------------ was wet and --------- was a cold wind.

### *C) Make sentences like the example.*

***Example:***

| |
|---|
| explain / problem / students |
| The teacher explained the problem to the students. |

1. suggest / an idea / friends
2. offer / a job / him
3. write / a letter / editor
4. lend / his pen / me
5. report / the accident / police

### *D) Complete the following sentences with appropriate tag questions.*

1. Ahmad will be in class tomorrow, ----------?
2. Our teacher didn't give us a homework assignment, ---------------?
3. You should write a letter to your father, --------------?
4. These questions were easy, --------------?
5. She plays tennis on wednesdays, ----------------?

6. She wanted to pick the flower, ----------------?

7. If they study hard they'll get good marks, -------------?

8. You know the man who was driving the car, -------------?

***E) Make comparisons, using the information in the time table. Complete the sentences using the correct form of the verbs in brackets.***

| | Departure from Tehran | Arrival in Tabriz | Price |
|---|---|---|---|
| Train | 11:15 | 19:30 | 3000 Tomans |
| Bus | 11:30 | 20:00 | 2500 Tomans |

**Example:** If they (go) by train, a single ticket (cost)

If they go by train, a single ticket will cost 3000 Tomans.

1. If they --------- (go) by -------, it ------ (be) more expensive.
2. If they ------- (catch) the 11:15 train, they ------ (arrive) in Tabriz at ------.
3. If they -------- (go) by bus, a single ticket --------- (cost) them ---------.
4. It -------- (be) slower if they -------- (go) by --------.
5. If they ------- (want) to travel cheaply, they --------- (take) the -------.

***F) Complete the following dialogue between Ahmad and his doctor. Put the verbs in their corroct forms; use for and since when necessary.***

Doctor: Ah. Ahmad! Come in! I -------- (not see) you ------- a long time.

Ahmad: No, doctor. That's because I -------- (not be) here ------- a long time.

Doctor: I see. Yes, of course. Well, how are you?

Ahmad: I feel depressed. I --------- (not eat) anything --------- last week.
I think it's the money!

Doctor: The money? What do you mean, the money?

Ahmad: Well, I've got too much. I've got a lot of money, but no friends. My

old friends never speak to me. I -------- (not see) them -------- years.

They -------- (not speak) to me ------- I became famous.

Doctor: I see. That is very interesting.

### *G) Complete the following sentences with the correct form of the words in brackets. Use <u>the</u> or <u>than</u> where necessary.*

1. Is the Nile --------- -------- the Karoon? (long)

   Oh, the Nile is much --------- ---------- the Karoon.

   In fact, the Nile is -------------------- river in the world.

2. China has ------------ people ----------- India. (many)

   In fact, China has ------------- ----------- people in the world.

3. Jaguars run ----------- ----------- cats. (fast)

   In fact, Jaguars are ----------- ------------ animals in the world.

4. An eagle flies ---------- ---------- a sparrow. (high)

5. The Everest is ---------- ---------- mountain in the world. (high)

### *H) Complete the following sentences.*

1. Where is your physics teacher now? I think ------------- .
2. What will you have for lunch today? I believe ----------- .
3. When will you learn English very well? I hope ------------ .

### *I) Look at the pictures and answer these questions.*



1. What has she done?

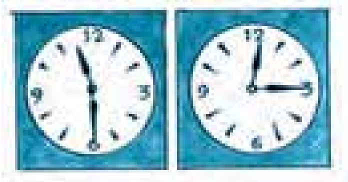


2. What has he lost?

3. Who has washed the dishes?



4. How long have they waited for the bus?



5. Had she finished her homework when you arrived?



6. What has the boy done?



***J) Put these words in the correct order.***

1. painted - every year - the - windows - are - school.
2. last year - bridge - repaired - stone - was - the.
3. books - your - will be - history - next week - bought.
4. will pass - hard - you - if - study - the test - you.
5. he - they - if - is - here - won't come.
6. can - my car - you - in a hurry - you - use - if - are.
7. know - we - he - in the - to school - morning - goes - that.
8. work - they - know - you - do - where?
9. who - the - knows - English - teacher?
10. lives - who - the man - him - found - in this house.
11. he - the man - has invited - that - a teacher - is.
12. were taken - here - yesterday - the pictures - are - that.

IN THE NAME OF ALLAH

# LESSON ONE

## A. NEW WORDS

***1.***

a. "My brother is very tall. He is about 195 centimeters.
What about your brothers?"
"Well, my younger brother is very short. He is about 150 centimeters.
But my older brother is **average**. He is about 170."

b. Some people are very rich. Some are very poor.
A large number are **average**.

c. "Have you finished high school?"
"Yes, and my **average** is 17.5."

d. The **average** of 3, 7, and 8 is 6. $(\frac{3+7+8}{3} = \frac{18}{3} = 6)$

***2.***

a. Many people don't work on holidays. They usually stay at home and **relax**.

b. Mr Hamidi was very worried about his son who was at the front. But when he saw his son on TV, he was quite **relaxed**.

c. "Reza! the train leaves in two hours. Why don't you sit down and **relax**? You've got plenty of time."

***3.***

a. Your average was very low last year. You should work harder this year. I'm sure that practice will **improve** your average.

b. You look very tired. You should stay at home and rest. This will **improve** your health.

**4.**

a. In some countries there are many TV channels. In some others there is one. Therefore, people don't have many **choices.**

b. There are a lot of theaters and cinemas in Tehran. Therefore, people have a wide **choice.**

c. "What are you going to study at university?"
"I'm not sure. You know it is very difficult to make a good **choice**."

## B. READING

# TV or no TV?

**1** Today there is a television set in almost every house. In some countries, you can choose between as many as forty different channels; some show only a single type of program - news, sports, music, theater or movies; most show different kinds of programs, giving the viewer a lot of choices to choose from. In one country, a recent research showed that the average person spent three and a half hours a day watching television. Housewives were the biggest group of viewers. They spent an average of about five hours a day watching TV while their husbands were out at work.

**2** For families with children, a big problem is getting the children away from the television to do their homework. Then what is the effect of television on people's lives?

**3** To find out, an unusual experiment was done recently. A group of forty-four families were asked not to watch TV for one month. The families were studied to see how their lives would change by not watching TV during this period.

**4** Four of the families found that family life simply could not continue

without TV, and they left the experiment. They said they could find no other way to spend their free time. Among those who successfully did not use television, several interesting observations were reported.

**5** Some parents were glad to end the daily struggle among family members to decide what program to watch. In some families, the family went to bed earlier. Family members found other things to do, such as reading, or playing volleyball. Many families found that they had more time to talk and play among themselves without television. Dinner times were more relaxed without the pressure of TV. Children's eyesight improved in several cases.

**6** Some children found they had nothing to talk about at school. Several mothers found they had less to talk about with their young children.

**7** At the end of the experiment, most of the families wanted to have a television back in their homes. But they said that in future they would watch only certain programs, and not allow their lives to be influenced by television.

## C. COMPREHENSION

### I. Answer the questions.

1. Are there many TV channels in Iran?
2. Do these channels give you a lot of choices?
3. Do you like to watch sports?
4. How often do you watch TV?
5. Can TV be harmful? (explain)
6. Do you ever struggle on a TV program?
7. Can watching TV have bad effects on your eyes?
8. Do people talk a lot about TV programs?
9. Can you live without TV?
10. Can TV programs influence our lives?

### II. True / False

_____ 1. The researchers wanted to know how families would behave if they did not watch TV.

_____ 2. Some families left the experiment because they were not interested in television at all.

_____ 3. Sometimes television has a bad effect on children's eyesight.

_____ 4. Families with children have more problems with television.

_____ 5. Housewives do not have free time to watch television.

### III. Complete the sentences. Use a,b,c, or d.

1. According to the passage ------------------------.
   a. all women watch TV most of the time
   b. some women watch TV about 3 hours a day
   c. the biggest group of viewers is husbands
   d. we spend an average of about three and a half hours watching TV a day.

2. Families think that --------------------- .

a. more different channels can help their children

b. their children should watch all the programs

c. TV would not change their lives

d. TV may have a bad effect on children

3. According to the passage, ---------------- TV.

a. not all families can continue without

b. you can end the struggle by watching

c. several interesting observations are done by

d. life is more relaxed with

4. The passage says that some children ------------------ .

a. will talk a lot at school

b. can talk with their mothers

c. can see better if they watch TV

d. talk about TV programs at school

# D. SPEAK OUT

## *Structure 1:* Noun Clauses

### Presentation

### *Speaking 1*

**Listen and repeat.**

| | |
|---|---|
| I don't know | who lives in that apartment. |
| We don't know | what will happen next. |
| Do you remember | who(m) you saw there? |
| Do you remember | what she said? |
| I know | when they will arrive. |
| I know | when he telephoned her. |
| Do you know | where they live? |
| Does he know | where you work? |

### *Speaking 2*

**Substitution Drills**

***Substitute the words in the pattern sentences. Make changes where necessary.***

**A) I don't know who types the letters.**

1. answered the telephone
2. wrote the letter
3. will come to the party
4. will teach English

**B) I don't know who(m) they met.**

1. she saw
2. he telephoned
3. he has invited
4. they will employ

**C) Do you know where they live?**

1. he works
2. she studies
3. he plays
4. they met

**D) Do you know when they arrived?**

1. she left
2. he will telephone
3. they will come
4. he goes swimming

***Speaking 3***

***Answer these questions. Give complete answers.***

**Example:**

| |
|---|
| Do you know where they live? (No) |
| No, I don't know where they live. |

1. Do you know when she left home? (No)
2. Do they know where you work? (Yes)
3. Do you remember what he said? (Yes)
4. Does she know who(m) they met? (Yes)
5. Do you know who can help him? (No)

### *Speaking 4*

***Answer these questions. Use the words given in parentheses.***

**Example:**

| |
|---|
| Where do they live? (I don’t know) |
| I don’t know where they live. |

1. Where did he go? (I don’t know)
2. When will they arrive? (We don’t know)
3. What did she say? (I don’t remember)
4. Who answered the telephone? (She doesn’t know)
5. Who(m) did she meet? (We don’t know)

## *Structure 2:* Future tense with “be going to”

### *Speaking 1*

***Listen and repeat.***

a. I usually have lunch at home. Today I am going to have lunch at a restaurant.

b. He usually eats cheese for breakfast. Today he is going to have butter for breakfast.

c. She usually leaves home at 8. Today she is going to leave home at 7.

d. We usually travel by bus in the summer. This summer we are going to travel by train.

e. They usually call us on Tuesdays. This week they are going to call us on Monday.

## *Speaking 2*

### *Substitution Drills*

***Substitute the word(s) in the pattern sentences. Make necessary changes.***

**A) She is going to watch the news.**

1. I
2. We
3. He
4. They
5. Bahram

**B) I am going to buy some oranges.**

1. We / stay in a hotel
2. She / take the test
3. They / leave early
4. Jack / watch TV
5. My father / rest after dinner

**C) What are you going to do?**

1. What / he / buy
2. Where / they / stay
3. When / she / call
4. Why / Andy / leave
5. How many eggs / she / boil

## *Speaking 3*

***Look at the pictures and make sentences.***



***Example:***

| |
|---|
| What is he going to do?<br>He’s going to wash the car. |

1. What are the girls going to do?



2. What am I going to do?



3. What is John going to do?



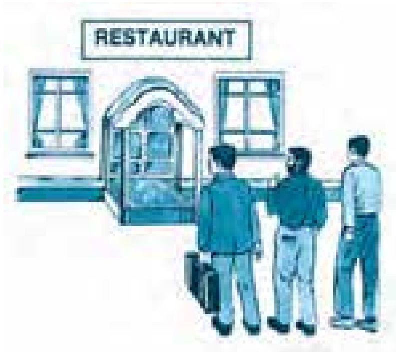
4. What is she going to eat?



5. How is he going to travel to Tabriz?



6. Where are they going to have lunch?




7. When is he going to leave?



8. What is Mr Karimi going to study?



## E. WRITE IT DOWN

***Writing 1***

***Answer these questions.***

1. Do you know when the bus will leave?
2. Do you know who can fix the car?
3. Does Mr Jackson live in this apartment?
4. Did they meet her in the morning?
5. Do they go to the seaside on Fridays?
6. When will they open the doors?
7. What did she say in the classroom?
8. Who has written this letter?

## *Writing 2*

***Look at the pictures and write sentences.***

**Example:**

Ali is going to cross the street.
Reza is crossing the street.
Hamid has just crossed the street.



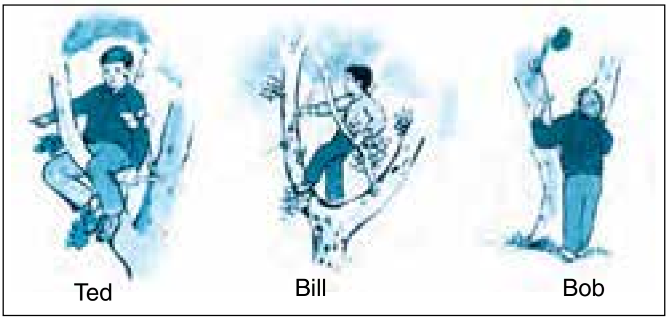
cross

1. Parviz ---------------------------.
   Bahram -------------------------.
   Mehdi ---------------------------.




draw

2. Bob ------------------------------.
   Bill -------------------------------.
   Ted ------------------------------.




climb

3. Frank -----------------------------.

Ben ------------------------------.

Peter ----------------------------.



Peter Ben Frank

paint

4. Kim ------------------------------.

Judy -----------------------------.

Peggy ---------------------------.



Peggy Judy Kim

write

5. Nick ------------------------------.

Andy -----------------------------.

Don ------------------------------



Andy Don Nick

wash

### *Writing 3*

***Write five of the things you are going to do.***

**Example:** I am going to play football on Friday.

1. ----------------------------------------.
2. ----------------------------------------.
3. ----------------------------------------.
4. ----------------------------------------.
5. ----------------------------------------.

## *To the teacher:*

***Structure 1:*** Noun Clauses

______When **will** they arrive?

______ I don't know **when they will arrive**.

______Where **do** they come from?

______ I don't know **where they come from**.

______ Who types the letters?

______I don't know **who types the letters**.

1. The underlined parts of the statements are called noun clauses.
2. The clause is doing the same work as the noun, so it is called a noun clause.
3. Pay attention to the word order in questions and statements.

***Structure 2:*** future with be going to.

***Compare:***

***Previous Patterns:***

I read **every day**.

I am reading **now**.

***New Pattern:***

I am going to read **tomorrow**.

***Note:*** A form of be (am/is/are) and the expression 'going to' is used with the simple form of a verb to indicate future time:

I'm going to stay here tonight.

# F. LANGUAGE FUNCTION

### *Conversation*

A: How often do you go to the dentist?

B: Oh, I go about once a year.

A: Really? I like to go every six months.

B: That's probably a good idea.

### *Pair up and Practice*

***Look at Hamid's school timetable.***

| | *Saturday* | *Sunday* | *Monday* | *Tuesday* | *Wednesday* | *Thursday* |
|---|---|---|---|---|---|---|
| 8–9:30 | Algebra | Chemistry | Algebra | Physics | Physical Education | Physics |
| 10–11:30 | Biology | History | Biology | Geometry | Physical Education | Biology |
| 12:30–2 | Math | English | Math | Theology | English | Theology |
| | | | | | | |
| | | | | | | |

***Work in pairs and practice dialogs about the timetable. Follow the model and use the following expressions in your dialogs.***

once a week

twice a week

three times a week

## *Example:*

A: How often does Hamid have biology?

B: Oh, three times a week. Every Saturday, Monday and Thursday.

A: And what about math?

B: --------------------------.

## G. PRONUNCIATION

### *Review II*

**Final –s or –es has three different pronunciations. Listen to your teacher and put these words under the right column.**

pens, mats, maps, schools, teachers, teaches, tapes, places, finishes, writes, foes, keeps, uses, dishes, roofs, coughs, works.

| /s/ | /IZ/ | /Z/ |
| --- | --- | --- |

## H. VOCABULARY DRILL

***We can add –ful or –y to some nouns to change them into adjectives.***

***Use the adjective form of the following nouns in the sentences below.***

rain, color, water, power, care
sun, cloud, wonder

1. My brother is a very good swimmer; he has --------------- arms and legs.
2. He had bought a --------------- dress for his small daughter.
3. This --------------- sky shows that we may have a --------------- day.
4. I feel so weak; I haven't had anything for two days except some ---------- soup.
5. Be --------------- about what you say to her.
6. The child's skill in reading is --------------- for his age.
7. Your room is so bright and ---------------.
8. I don't like to stay at home in a --------------- afternoon like this.

## I. VOCABULARY

allow*
at the end of*
at the front*
average*
(be)careful about
(be) interested in
behave*
case*
certain*
channel*
choice*
choose*
colorful
continue*
daily*
among

effect*
end* (v)
except* (adv)
experiment*
eyesight*
future*
get ... away from*
harmful
holiday*
housewife*
How often ... ?
improve*
influence*(v)
movie
music
husband

observation*
once (a week)
out at work
period*
powerful
practice (n)
pressure*
probably
recent*
recently*
relax*
relaxed* (adj)
research*
researcher*
single*
university

skill
sport*
stay *(at)
struggle* (n)
successfully*
take a test
television set*
theater*
twice (a week)
type* (n)
unusual*
viewer*
weak
wonderful
worry about*

# LESSON TWO

## A. NEW WORDS

***1.***

a. He is working hard. He wants to go to university.
He plans to study physics. I think this is a good **end.**

b. He loves to help people. Helping people is his **end** in life.

c. I don't like your way of life. You're always talking about money. It is an **end** for you.

***2.***

a. All parents should send their children to school.
For many parents, this is an important end. They think that they should **educate** their children.

b. The government spends a lot of money on **educating** children.

***3.***

a. He spoke English so well that I never **realized** he was German.

b. The police **realized** that the man was lying.

***4.***

a. You should not hurt little children. You should be **ashamed** of what you do.

b. John didn't get a good mark in his history test. He is **ashamed** of showing that to his father.

c. Some students do silly things in the classroom. They are never **ashamed of** what they do.

## B. READING

# THE VALUE OF EDUCATION

**1** Education is not an end, but a means to an end. In other words, we do not educate children only for the purpose of educating them; our purpose is to fit them for life. As soon as we realize this fact, we will understand that it is very important to choose a system of education which will really prepare children for life. It is not enough just to choose the first system of education one finds; or to continue with one's old system of education without examining it to see whether it is in fact suitable or not.

**2** In many modern countries it has for some time been fashionable to think that by free education for all - whether rich or poor, clever or stupid - one can solve all the problems of society and build a perfect nation. But we can already see that free education for all is not enough. We find in such countries a far larger number of people with university degrees than there are jobs for them to fill. Because of their degrees, they refuse to do what they think "low" work; and, in fact, they don't like work with the hands.

**3** But we have to understand that any society needs different services and all jobs are important and useful. We need farmers to produce food. We need teachers to educate people. We need doctors to cure the sick. We need people to clean our streets and take the rubbish away from our houses.

**4** However, we can say that all of us must be educated. This education should prepare the person for the job he can do best. We know that all jobs are useful, and no one should be ashamed of one's work.

## C. COMPREHENSION

### *I. Answer the following questions.*

1. What is the purpose of education?
2. Is education an end for you?
3. Can education prepare children for life?
4. Are all systems of education suitable?
5. Is education free in all countries?
6. Can we live without education?
7. Should all people have education?
8. Is it easy (or possible) to educate everybody?

### *II. True / False*

—— 1. We should realize that education is not an end by itself.

—— 2. The final goal of education is to help people to get higher university degrees.

—— 3. Free education for all can solve all the problems of society.

—— 4. Those who clean the streets have also a great role in our society.

—— 5. Doctors and nurses are the only group of people who help us have a healthy life.

### *III. Complete these sentences. Use a, b, c, or d.*

1. The only purpose of education is ---------------- .
   a. to educate people
   b. to prepare children for life
   c. to prepare children for examinations
   d. more than an end
2. We should ------------ .
   a. choose any system of education
   b. test many systems and choose the best one
   c. continue our own system of education
   d. not examine other systems at all

3. From the passage we understand that ---------- .
   a. free education is the best way to become a successful nation
   b. free education for all is not very much suitable
   c. educated people are ready to do all kinds of work
   d. free education for all can not solve all the problems of a nation
4. According to the passage ---------- .
   a. education is more important in some countries
   b. education is not needed by farmers
   c. without education cities will not be clean
   d. everybody needs some kind of education

## D. SPEAK OUT

**Structure 1:** be + adjective + for + object + infinitive

### Speaking 1

***Listen and repeat.***

It is easy for me to learn English.

It is necessary for you to speak English correctly.

It was important for us to finish the book.

It wasn't difficult for him to climb the tree.

### Speaking 2

***Substitution Drills***

***Substitute the words in the pattern sentences.***

**A) It is necessary for him to read the sentences correctly.**

1. easy
2. possible
3. difficult

**B) It isn't easy for me to answer these questions.**

1. us
2. her
3. Ali

**C) It was difficult for me to walk.**

1. understand the lesson
2. run fast
3. repair the bicycle

## Speaking 3

**Use the following words to make sentences.**

**Example:**

| |
|---|
| hard / Ali / answer / the questions |
| It is hard for Ali to answer the questions. |

1. difficult / the students / do / so much homework
2. necessary / her / put on / a coat
3. easy / them / find / a good restaurant
4. important / young men / wear / good clothes
5. impossible / the woman / find / the address

## Speaking 4

**Answer these questions. Use the words in parentheses.**

**Example:**

| |
|---|
| Can a little boy drive a car? (impossible) |
| No, it is impossible for a little boy to drive a car. |

1. Can you read a book in a dark room? (impossible)
2. Can your English teacher speak English? (easy)
3. Should students ask questions in the classroom? (necessary)
4. Should you do your homework carefully? (necessary)
5. Can students get good marks if they study hard? (easy)

## Structure 2: The Gerund (verb + ing)

## Speaking 1

**Listen and repeat.**

Learning English is easy. (Gerund + Verb)

Driving carelessly is dangerous.

Smoking is forbidden in this room.

Playing ping - pong for two hours made him tired.

I like swimming. (Verb + Gerund)

She enjoys walking in the park.

I dislike washing dirty dishes.

He never stops talking.

We’re tired of sitting here. (Preposition + Gerund)
They’re interested in working here.
We thanked him for answering our questions.
She insisted on going there.

## ***Speaking 2***

### ***Substitution Drills***

***Substitute the words in the pattern sentences. Make changes if necessary.***

**A)** Working for a long time made him tired.

1. Studying / her
2. Practicing / me
3. Teaching / John
4. Speaking / him

**B)** He was tired of living in this apartment.

1. was interested in / read / English stories
2. insisted on / buy / the shoes
3. was thinking about / repair / the house
4. will keep on / learn / English

## ***Speaking 3***

***Make questions with the words given. Look at the pictures and give proper answers.***

**Example:**

| |
|---|
| Jack / like / watch cartoons |
| Does Jack like watching cartoons? |
| No, he doesn’t. He likes playing ping-pong. |

1. The woman / like / read story books

study



play



2. Maryam / enjoy / make dresses

draw



3. Mr White / dislike / eat cake

wash



4. Hossein / insist on / read the story book

watch



### *Speaking 4*

***Look at the pictures and answer the questions.***

**Example:**

| What has made Ali tired? |
|---|
| Playing football has made him tired. |



play

1. What has made Maryam tired?



wash

2. What will make Jimmy happy?



play

3. What made Hadi happy last summer?

travel



4. What is forbidden in this bus?

smoke



## E. WRITE IT DOWN

### Writing 1

**Answer these questions.**

**Example:** Is it safe to swim in this river?
No, swimming in this river isn't safe.

1. Is it difficult to learn English?
   No, -------------------------------- .
2. Is it necessary to stand in line?
   Yes, -------------------------------- .
3. Is it important to be on time?
   Yes, -------------------------------- .
4. Is it easy to find a job here?
   No, -------------------------------- .
5. Is it dangerous to drive on this road?
   No, -------------------------------- .

### *Writing 2*

***Write some sentences about yourself. Use the words"like, enjoy, prefer, tired, interested".***

## *Writing 3*

***Make questions with the given words. Then answer the questions.***

***Example:***

possible / you / read in a dark room
a) Is it possible for you to read in a dark room?
No, it is impossible for me to read in a dark room.

difficult / a fat man / run fast
b) Is it difficult for a fat man to run fast?
Yes, it is difficult for a fat man to run fast.

1. easy / a blind person / walk in the street
2. easy / a taxi driver / drive a car
3. difficult / your English teacher / speak English
4. possible / a cat / climb a tree
5. difficult / a good student / get good marks
6. possible / an elephant / go faster than a horse

## *Writing 4*

***Write five sentences like the above about yourself and the people you know.***

## *To the teacher:*

**Structure 1:** be + adj + (for + object) + infinitive

***Compare:***

A. It is necessary to come early to class.

B. It is necessary for you to come early to class.

A. It is hard to speak Japanese.

B. It is hard for Ali / him to speak Japanese.

***Note*:** In each pair, sentence A talks about the action generally while sentence B talks about the person who is involved in the action.

## *To the teacher:*

***Structure 2:*** The gerund (verb + ing)

***Compare:***

A. It is easy to learn English.

B. **Learning** English is easy. (gerund + verb)
S.

A. I like to swim.

B. I like **swimming**. (verb + gerund)
O.

A. I'm tired.

B. I'm tired of **sitting** here. (preposition + gerund)
O. of prep.

***Note*:**

1. The gerund functions as a noun in the sentence. So it can be the subject, object or object of preposition.
2. The gerund like a verb can have an object and an adverb phrase.

***Example:***

Learning is easy.
Learning English is easy.
Learning English at school is easy.

3. Some verbs which can have gerund as object are: avoid, enjoy, finish, imagine, keep, mind, miss, go on, dislike, risk, stop, etc.

# F. LANGUAGE FUNCTION

***flight times***



***Conversation***

Passenger: What time is my flight, please?

Clerk: What's your flight number?

Passenger: 267.

Clerk: That leaves at 7:30. That's in one hour.
You've got plenty of time.

Passenger: Thanks.

***Telling the time***

**1.** A: What time / When | is the film on?

B: There's a show at 7 and one at 9.

**2.** A: What hours / When | is the bank open?

B: It opens / We open | at 8:30 and | it closes / we close | at four in the afternoon.

***Now practice with a friend.***

## G. PRONUNCIATION PRACTICE

***Stress means loudness. In English some syllables are pronounced louder. Listen to the following words.***

***A***

'never

'happy

'mother

'father

***In the above words the first syllable is louder. This means that it is pronounced with more force.***

***Now listen to the following words. In these words the second syllable is louder.***

**B**

my'self

a'bove

a'go

be'fore

***Now listen to your teacher as he/she reads the following words aloud. You should identify the words which have a louder first syllable.***

| | |
|---|---|
| after | enough |
| city | believe |
| little | result |
| added | about |

***Can you add four more words to the above list?***

## H. VOCABULARY DRILL

***We add -ly to adjectives to change them into adverbs.***

**Example:** bright + ly = brightly

***Use the following adjectives or their adverb forms in the sentences below. Make any necessary changes in spelling.***

slow, final, real, honest, rapid, easy

1. Do you ------- think you'll be able to pass your driving test?
2. Banks try to employ ----------- people.
3. Preparing a dictionary is not as --------- as it may seem.
4. My watch is five minutes -----------.
5. I tried to answer all your questions -----------.
6. After a long discussion they --------- decided not to sell their car.
7. He gave a(n) ------------ answer to my question.
8. I can ---------- finish reading this book today.

## I. VOCABULARY

| | | | |
|---|---|---|---|
| as soon as* | fact* | in other words* | refuse* |
| ashamed of* | fashionable* | insist on | role* |
| (be) on time | fill* | lie* (v) | rubbish* |
| blind | final* | means* | service* |
| clerk | fit* | modern* | show (n) |
| dangerous | flight | nation* | silly* |
| degree* | forbid | passenger | society* |
| discussion | free* | perfect* (adj) | stupid* |
| dislike | goal* | possible* | take away from* |
| driving test | government* | prepare* | useful* |
| educate* | honest | produce* | What time is the film on? |
| end* (n) | however* | rapidly | value* |
| examine* | in fact* | realize* | whether* |
| such | purpose | impossible | mark |
| education | | | |

# LESSON THREE

## A. NEW WORDS

**1.**

a. "Do you know that man?"

"Yes, I do. But I can't remember his name. I have a bad **memory"**.

b. Some people never forget what they learn. They have a good **memory.**

c. My brother can tell you the names of the students in his class. He has a very good **memory**.

**2.**

a. You know Reza. He has a very good memory. Once he reads a story, he can tell you everything about it. In fact, he has a **photographic memory.**

**3.**

a. A good way to learn something is to repeat it many times. In this way it will **stick in your mind.**

b. I can't remember the foreigner's name. Her name is very difficult. It doesn't **stick in my mind.**

**4.**

a. Did he tell you the story?

Yes, he did, but not completely. In fact, he did not tell us the **details.**

b. "Have you heard about John's accident?"

"Yes, and I know all the **details**, too".

**5.**

a. Yesterday, when I was working in the kitchen I cut my finger. It's very **painful** now.

b. My friend's father is dead. He does not know about it. I am going to tell him about it. I think this is a **painful** job.

## B. READING

# MEMORY

**1** If you do not use your arms or your legs for some time, they become weak; when you start using them again, they slowly become strong again. Everybody knows this, and nobody would think of questioning this fact. Yet there are many people who do not seem to know that memory works in the same way. Memory is the brain's ability to keep a record of past events. The brain can record a large amount of information. But some of the information which goes into the brain is forgotten.

**2** Psychologists believe that forgetting does not take place at an even pace. It is rapid at first, then slows down. Thus most things are forgotten in the first hour or day after they are learned, but less is forgotten after a week or so.

**3** There are several ways which help us to remember things for a long time. One of them is overlearning. Overlearning is saying something (a poem for example) over and over again. This makes it stick in the mind.

**4** Some people are said to have a "photographic" memory, an ability to remember, in great detail, objects or scenes they have looked at only briefly.

**5** What we remember and the way we recall it are influenced by our interests, way of thinking, and emotional feelings. In fact, we may lose completely conscious memory of very important events if they are difficult or painful for us. The loss of large areas of memory occurs in some mental and physical illnesses. Psychologists have been searching for the chemical basis of memory in the brain.

## C. COMPREHENSION

### I. Answer the following questions.

1. What is memory?
2. Is forgetting always slow?
3. Can we help our memory? (How)
4. What is a photographic memory?
5. Do you have a good memory?
6. Can our feelings influence our memory? (How)
7. How does loss of memory occur?

### II. True / False

— 1. If we don't use our brain, it becomes weaker and weaker.

— 2. Our interests and feelings do not have any effects on our memory.

— 3. There is no way to remember things for a long time.

— 4. Our brain can keep a record of past events.

— 5. If you have a good memory you will never forget anything.

### III. Complete the sentences. Use a, b, c, or d.

1. According to the passage your memory ---------------- .
   a. is similar to your arms and legs
   b. is full of information
   c. also needs practice
   d. can use your ability
2. Psychologists believe that ---------------- .
   a. a large amount of information is recorded in the memory
   b. pace of forgetting is not important
   c. most things are forgotten
   d. forgetting is faster right after learning things

3. The passage says that ---------------- .

a. overlearning is possible in the first hour or day

b. there are ways to help our memory to work better

c. saying something over and over again slows down learning

d. forgetting is what we don't learn

4. Psychologists are trying to ---------------- .

a. tell us when things are painful or difficult

b. find the reasons for loss of memory

c. say that conscious memory is very important

d. search large areas of physical illnesses

## D. SPEAK OUT

***Structure1:*** two - word verbs

verb + particle

***Speaking 1***

***Listen and repeat.***

I **turned off** the radio.=
I **turned** the radio **off.**

He is **putting on** his shoes.=
He is **putting** his shoes **on.**

She has **given back** the book.=
She has **given** the book **back**.

Your brother **picked up** the coins.=
Your brother **picked** the coins **up.**

I am going to **wake up** Ali.=
I am going to **wake** Ali **up.**

She had **called up** her friend.=
She had **called** her friend **up.**

Did you **turn on** the light?
Yes. I **turned** it **on**.

Did he **take off** his coat?
Yes, he **took** it **off**.

Should I **wake up** the girl before 7?
Yes, you should **wake** her **up** before 7.

Had she **given back** the books?
Yes, she had **given** them **back.**

Are you going to **put on** your shoes?
Yes, I am going to **put** them **on.**

Can he **call up** the students?
Yes, he can **call** them **up.**

### *Speaking 2*

#### *Substitution Drills*

***Substitute the words in the pattern sentences. Make changes if necessary.***

**A) I'll put on my blue shirt today.**

1. it
2. my shoes
3. them
4. my coat
5. it
6. take off
7. my new shoes
8. them

**B) Please turn the TV off.**

1. the radio
2. it
3. the lights
4. them
5. turn on
6. turn up
7. turn down
8. turn off

**C) Tell him to give back the books.**

1. the book
2. it
3. the money

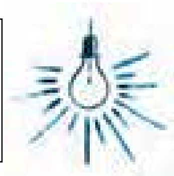
4. pick up
5. it
6. the bars of chocolate
7. them
8. the bar of chocolate

***Speaking 3***

***Look at the pictures and make questions with the given words. Then answer the questions, using pronouns.***

**Example:**

| |
|---|
| Turn off / last night |
| Did you turn off the light last night? |
| Yes, I turned it off. |



1. put on / next Friday



2. call up / before they arrived



3. wake up / tomorrow morning at 6 o'clock



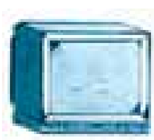
4. take off / when you enter your office



5. turn on / every evening



6. turn off / when you left your room



## Speaking 4

***Answer these questions. Give two answers.***

**Example:**

| |
|---|
| What's the man going to do? |
| He's going to turn down the TV. |
| He's going to turn it down. |



1. What's the boy going to do?



2. What's the girl going to do?



3. What's the woman going to do?



4. What's Mina's father doing?



5. What's the boy doing?



6. What's the girl doing?



## *Structure 2 :* Adjective / Verb + Preposition

### *Speaking 1*

***Listen and repeat.***

He is looking at the picture.

or

He is looking at it.

She is looking for her pens / them.

I am listening to the radio / it.

She is talking to her sister / her.

They are speaking to the shopkeeper / him.

They are talking about the new teachers / them.

He is thinking about the problem / it.

We are waiting for the doctor / him.

Ali is very similar to his brother / him.

I am sorry about the accident / it.

She was interested in the history book / it.

He is responsible for the noise / it.

They are afraid of the monkeys / them.

### *Speaking 2*

***Substitution Drills***

**Substitute the words in the pattern sentences. Make changes if necessary.**

**A) We'll talk to the old man.**

1. look for
2. look after
3. wait for
4. listen to
5. talk about
6. talk with

**B) Have you talked with the doctor?**

1. waited for

2. him
3. looked for
4. the children
5. them
6. Ali
7. him
8. the key

**C) He was afraid of the man.**

1. tired of / the cartoons.
2. similar to / the tall boy
3. interested in / the news
4. responsible for / the accident
5. afraid of / the animals
6. sorry about / the mistake

***Speaking 3***

***Answer these questions.***

***Example:***

| |
|---|
| What is the girl doing?<br>She's looking at the picture.<br><br>Is the boy talking with his father?<br>No, he's listening to the radio. |





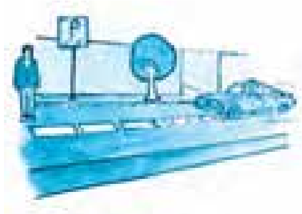
1. What is the woman doing?



2. What is the nurse doing?



3. Is the man waiting for a bus?



4. Is Mr Salehi's house different from Mr Kabiri's house?



5. What are the boys doing?



6. Are the children interested in the film?



## E. WRITE IT DOWN

### Writing 1

**Complete these sentences. Use a suitable two-word verb, or adjective + preposition from the box. Use pronouns where necessary.**

talk to, wake up, give back, responsible for, put on, full of, turn off, look for

***Example:*** The radio is loud. Will you turn it down, please?

1. The children were asleep. They were very tired, so I didn't --------- .
2. I didn't like the film on TV, so I decided to --------- .
3. Ali has borrowed his friend's pen. After he writes his homework, he will --------- to him.

4. It is cold outside. Your overcoat is there on the chair. If you want to go out, you must ---------.
5. I couldn't read the letter because it was --------- mistakes.
6. The careless driver was --------- the car accident.

**Writing 2**

**Put these words in the correct order.**

1. turn - off - is going to - it - he.
2. off - please - them - take.
3. it - she - looking - is - at.
4. for - her notebook - look - she - did?
5. the accident - I - am not - for - responsible.
6. them - she - isn't - to - similar?

# To the teacher:

**Structure 1:** two - word verbs

**Compare:**

a. I put on my coat. (verb + particl + noun)
b. I put my coat on. (verb + noun + particle)
c. I put it on. (verb + pronoun + particle)

## Notes:

1. Many verbs in English have two parts: a 'base' form and an adverb particle.
2. When the object is a noun it can either follow or precede the particle.
3. When the object is a pronoun, it can only precede the particle. In other words, it separates the 'base' form from its particle.

**Structure 2:** adjective / verb + preposition

**Compare:**

a. He is looking **for** his pen. (verb + preposition)
b. I'm sorry **about** the accident. (adjective + preposition)
a. He is looking for it.
b. I'm sorry about it.

**Note:** Adjectives and verbs can be followed by prepositions. The noun or pronoun which follows the preposition is its object and always comes after it.

# F. LANGUAGE FUNCTION

### Conversation

**Talking about free time**

A: What do English people do in their free time?

B: It depends. They do many different things.

A: Well, what do you do?

B: Oh, this is easy to answer. I read, I watch television and I play football.

***Now practice with a friend. You can use the following questions.***

What do the Iranians do in their free time?

What do you do at weekends?

Do you usually stay at home and relax?

Do you have any hobbies?

What do you do in the evenings?

## G. PRONUNCIATION PRACTICE

***In the following words the second syllable is louder. Listen to your teacher and repeat after him / her.***

| | |
|---|---|
| to'morrow | a'nother |
| im'portant | to'gether |
| po'liceman | how'ever |
| me'chanic | al'ready |

***Now complete the following columns. Find words in your book. The stressed syllable is underlined.***

| | A | B | C |
|---|---|---|---|
| 1. | **ga**rden | he**llo** | e**le**ven |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |

## H. VOCABULARY DRILL

***Make nouns from the following verbs by adding –tion, –ance or –ence. Make any other necessary changes in spelling. Then use the verbs or their noun forms in the sentences below.***

guide, exist, invite, explain, migrate

1. I wish I had someone who could ---------- me through this forest.
2. The teacher did not accept Ali's ---------- for being late.
3. They ----------us for dinner and then gave us only cheese sandwiches.
4. She could not ---------- how jet engines work.
5. We are sure that life does not ---------- on that planet.
6. It is difficult to explain the reasons for the ---------- of different birds.
7. Do you believe in the ---------- of life on other planets?
8. He is under the ---------- of his uncle.

## I. VOCABULARY

ability*
afraid (of)
amount*
area*
basis*
brain*
briefly*
call up
chemical*
conscious*
dead*
detail*
emotional*
enter

even* (adj)
event*
exist
feeling* (n)
foreigner
forest
hear about
hobby
information*
interest* (n)
jet
look after
loss*
memory*

mental*
mind (n)
mistake
object* (n)
occur*
over and over*
overlearning*
pace*
painful*
photographic*
physical*
poem*
psychologist*
question*(v)

recall*
record (n,v)
responsible
scene*
search for*
shopkeeper
slow down*
sorry about
stick in one's mind*
talk with
thus*
turn up
weekend

# LESSON FOUR

## A. NEW WORDS

***1.***

a. My friend won a gold medal last year.
He is a great **athlete.**

b. Yesterday I was at Azadi Stadium. I visited a lot of **athletes** from different countries.

***2.***

a. Takhti was a great athlete. In fact, he is the father of **wrestling**.

b. Mr. Khadem is a great athlete, too. He has won several gold medals. He **wrestles** beautifully.

***3.***

a. Tomorrow is my friend's birthday. I usually go to his birthday **celebration**.

b. The 15th of Sha'ban is a great religious **celebration.**

***4.***

a. We always **hold** our weekly meetings in this room.

b. We are going to have a party. It will be **held** next week.

c. There is going to be a meeting in the next room. It will be **held** at 10 o'clock.

***5.***

a. We have a lot of snow in Tehran and some other cities. Snow **covers** the high mountains. The Alborz Mountains are almost always **snow-covered**

b. Drivers should drive carefully in winter. **Snow-covered** streets are very dangerous.

## B. READING

# THE OLYMPIC GAMES

1 The Olympics attract a lot of people every year. This is a competition among many nations of the world. It is held every four years. A large number of athletes from different countries take part in the competitions. There are a lot of events like: track and field, swimming, boxing, gymnastics, wrestling and so on.

2 The Olympic Games first started in Greece. It was first a one-day game and later it became a five-day game. These games were held on the plains of Olympia, and were basically religious celebrations.

3 Today the Olympics play an important part in bringing young people from different nations together in friendship. The International Olympic Committee (IOC) decides the site of the Olympic Games, and controls and organizes all the events.

4 The Olympic Games have been held every four years since 1896. The games were not held in 1916, 1940, and 1944 because of the world wars. Today thousands of men and women take part in the Games. In 1924, the first Winter Olympic Games were held.

5 The Olympics consist of a two-week summer games and a 10-day winter competition. Hundreds of millions of viewers follow their countries' fortunes on television.

6 The Winter Olympics are always held in countries with snow-covered mountains. These games include skiing, skating, ice hockey and so on.

7 A gold medal is awarded to the winner of every competition. Teams or individuals who place second receive a silver medal, while a bronze medal goes to the third-place winner.

## C. COMPREHENSION

***I. Answer the following questions orally.***

1. Are the Olympic Games two hundred years old?
2. Do all countries take part in the Games?
3. Can Iran take part in the Games?
4. Who decides the site of the Olympic Games?
5. Are the Games held every year?
6. Have they been held in Iran?
7. Who controls and organizes the Olympic Games?
8. Do we hold Winter Olympic Games in Iran?
9. Is there an international Olympic committee in Iran?
10. Can you name a few Iranians who have won gold and silver medals in the Olympic Games?

***II. True/ False***

— 1. The Olympic Games are held in all seasons.

— 2. The International Olympic Committee in our country can decide the site of games.

— 3. The first Winter Olympic Games were held before World War II.

— 4. Winter Games are shorter than Summer Games.

— 5. Winter Games are not held in hot countries.

— 6. The Olympic Games can help people from different countries meet new friends.

***III. Complete the sentences. Use a, b, c, or d.***

1. The Olympic Games -------------.

   a. are held every year

   b. attract all nations

   c. are held every four years

   d. are held in all countries

2. Basically, these games -------------.

   a. were always held in Greece

   b. are only religious celebrations

   c. are held on the plains of Olympia

   d. none of the above

3. So far (1992), we have had ------------- Winter Olympic Games.

   a. 20

   b. 15

   c. 19

   d. 16

4. Today, the Winter Olympic Games are -------------.

   a. as long as the Summer Games

   b. shorter than the Summer Games

   c. held in countries with snow-covered mountains

   d. b and c

5. From the passage we clearly understand that -------------.

   a. women also took part in the Games from the beginning

   b. women only take part in the Summer Games

   c. both men and women take part in the competitions

   d. the first Olympic Games were very difficult

## D. SPEAK OUT

**Structure 1:** verb + object + infinitive
I want him to go

### Speaking 1

***Listen and repeat.***

1. I wanted her to make some cake.
2. She has told me to open the window.
3. They asked us to help them.
4. We would like you to stay here.
5. He had ordered them to sit down silently.
6. I will allow John to turn on the TV.
7. She would like me to go there.
8. We expect you to learn English quickly.

### Speaking 2

***Substitution Drills***

***Substitute the word (s) in the pattern sentences. Make changes if necessary.***

**A) I told him to clean the blackboard.**

1. tell / her
2. will tell / them
3. have told / Reza
4. had told / them
5. was telling / you

**B) She told me to do my homework.**

1. wants / clean the room
2. will ask / return early
3. ordered / destroy the ship
4. advised / wear an overcoat

5. permits / use her car
6. forced / leave the room
7. expects / be very serious
8. invited / have lunch with them

## *Speaking 3*

***Answer these questions. Use the words given.***

***Example:***

| |
|---|
| Did you want to make tea? (ask/ Parvin) |
| No, I didn't. I asked Parvin to make tea. |

1. Did she want to cook dinner? (ask / me)
2. Does he want to call the police? (expect / you)
3. Do they want to order the food? (would like / him)
4. Did you want to open the window? (tell / my son)
5. Does Ali want to buy the house? (advise / his friend)
6. Did Maryam want to invite them for lunch? (ask / him)
7. Did your teacher want to do the exercise? (tell / us)
8. Do you want to destroy the building? (order / the men)

## **Speaking 4**

**Look at the pictures and answer the questions.**

**Example:**

| |
|---|
| What does he expect her to do? |
| He expects her to turn down the TV. |



turn down



close

1. What did she ask the boy to do?

2. What is the woman telling the girl to do?



wash

3. What did Mr Salehi tell him to do?



brush

4. What does the teacher want her student to do?




answer

5. What did the man force them to do?



repair



6. What is the shopkeeper advising him to do?

buy

## *Structure 2:* *Reported Speech: Imperatives*

(Direct speech) The teacher told us, “Answer the questions orally.”

(Indirect speech) . The teacher told us to answer the questions orally.

(Direct speech) I told him, “Don’t play football in the yard.”

(Indirect speech) . I told him not to play football in the yard.

### *Speaking 1*

**Look at the examples and repeat the sentences after your teacher.**

1. She asked me to open one of the windows.
2. Mrs Karimi told them to brush their teeth before going to bed.
3. She ordered John to take her bags to the second floor.
4. My father asked Betty not to speak about her future plans.
5. They ordered me not to let anybody go out of the building.
6. He asked us not to touch the things on the shelves.

### *Speaking 2*

**Substitution Drills**

**Substitute the words in the pattern sentences.**

A. He told me to **turn off the television.**

1. draw a picture of a house
2. cook dinner for the guests
3. put on my new blue shirt
4. copy the sentences carefully

B. They told us not **to park here.**

1. not to drive carelessly
2. not to pick the flowers in the park
3. not to make a noise in class
4. not to draw pictures on the blackboard

**Note:**

The sentences in quotation marks “ ” are direct speech, that is, the speaker’s words are written exactly as they were spoken. When we change some of the speaker’s words, we use indirect speech.

## E. WRITE IT DOWN

### Writing 1

***Put the words in the correct order.***

1. to drive - me - more carefully - the car - the woman - told
2. us - they - to use - allowed - the car
3. you - I - would like - to the party - to go
4. him - the teacher - to the blackboard - told - to go
5. encouraged - to find - Ali - we - a better job
6. to be - you - expect - there - I - on time

### Writing 2

**Read each sentence and then change it according to the example.**

**Example:** Ali, please call the police.
I asked Ali to call the police.

1. Reza, open the door.
   Mr Akbari told -------------- .
2. Hossein, use the car on Fridays.
   He allowed -------------- .
3. John and Tom, please be quiet.
   The teacher asked -------------- .
4. George, leave the room immediately.
   Mrs Ahmadi ordered -------------- .
5. Parvin, please answer the letter.
   Nahid wants -------------- .

6. Mary, please turn on the radio.

The woman asks -------------- .

***Writing 3***

**Change the following sentences into indirect speech.**

1. He told me, “Complete the form and give it to the man sitting at the desk over there.”
2. She told me, “Read the instructions carefully before using the computer.”
3. She told me, “Give a bar of chocolate to each of the children in the room.”
4. They told me, “Put your dirty clothes in the basket under the table.”
5. He told me, “Don’t look at the people sitting over there.”
6. The man told her, “Don’t put your heavy bags on the table.”

## *To the teacher:*

***Structure*** **: :** verb + object + infinitive

***Previous pattern:*** I want to sit here.

I will try to find the address.

***Note:*** Some of the verbs which can be followed by an infinitive are: want, ask, tell, try, promise, forget, agree, decide, plan, like, etc.

***New pattern:*** I want John to sit here.

I’ll tell him to come early.

***Note:*** Some of the above verbs can have objects before the infinitive. They are: want, ask, tell, promise, like, etc.

# F. LANGUAGE FUNCTION

### TALKING ABOUT TRANSPORTATION

A: How do you usually
- get to work?
- travel?
- go to school?

B: I usually
- go by
  - bus.
  - car.
  - bicycle.
- take a bus.
- drive.
- walk.
- cycle.

A: When do you usually get to
- work?
- school?

B:
- At
- By

eight thirty.

A: How long does it take you to get to school?

B: About an hour.

## G. PRONUNCIATION

***The words in this section all have stress on the first syllable. Listen to your teacher and then repeat the words.***

| | |
|---|---|
| program | envelope |
| exercise | holiday |
| Denmark | realize |
| telephone | operate |
| happy | dictionary |
| vegetable | comfortable |

***Now practice them in sentences. Follow the examples.***

***Examples:***

a) This is my program.
b) He is from Denmark.
c) That's a telephone.
d) I'm happy.

## H. VOCABULARY DRILL

**Fill in the blanks with a noun or adjective from the list below.**

adjectives: long, wide, high, deep, hot
nouns: length, width, height, depth, heat

1. How ---------- is Mt Everest?
2. The weather is ---------- today.
3. Let's measure the ---------- of the table.
4. I know the length of the room, I want to measure its ---------- .
5. The river is ---------- here.
6. The fire doesn't give out much ---------- .
7. How do they measure the ---------- of a mountain?
8. He told us a ---------- story.
9. This table is two meters long and one meter ----------.
10. The ---------- of the lake was so great we could not see the bottom.

## I. VOCABULARY

| | | | |
|---|---|---|---|
| and so on* | encourage | length | silently |
| athlete* | envelope | measure (n) | silver* |
| attract* | force (v) | medal* | site* |
| award* | fortune* | meeting* (n) | skating* (n) |
| basically* | friendship* | Olympia* | skiing* (n) |
| bathroom | Greece* | Olympic* | snow - covered* |
| bottom | gymnastics* | Olympics* | so far* |
| boxing* | heat (n) | operate | take part in* |
| bronze* | height | organize* | team* |
| celebration* | hold* | pair | together* |
| committee* | ice - hockey* | permit (v) | track and field* |
| competition* | immediately | place (v) | weekly* |
| consist of* | include* | plain* (n) | width |
| control* (v) | individual* (n) | play a part in* | win* |
| cycle (v) | instruction | religious* | winner* |
| Denmark | international* | serious | wrestle* |
| depth | lake | shelf | wrestling* |

# LESSON FIVE

## A. NEW WORDS

***1.***

a. Japanese are very hard working. Every year they **invent** new things.

b. “ Do you know who **invented** the telephone?” “Yes, I do. Bell **invented** it.”

***2.***

a. Tabriz is in the North and Zahedan is in the South. They are **far apart.**

b. I have a younger brother. He lives in Japan. In fact, we live **far apart**.

***3.***

a. He is watching football. He is jumping up and down. He is very **excited.**

b. After 20 years, he could find his brother. He wanted to say “hello” to him. He couldn’t because he was very **excited.**

***4.***

a. Moslems *do not eat on certain days. In fact, they **fast.**

b.“You can break your **fast** as soon as the sun sets.”

---

* also Muslims

## B. READING

# EVERY WORD IS A PUZZLE

Hello

**1** Do you know what that word means? Of course you know what you mean when you say it. But did you know that just a hundred years ago there was no word "hello"? In those days people said "How do you do?" or "Good morning" when they spoke to each other. And they could speak to each other only when they were together.

**2** Then Alexander Graham Bell invented the telephone. People could talk to each other even when they were far apart. Everyone thought the new invention was wonderful. When a person heard a voice speaking over the telephone from miles away, he was too excited to say "How do you do?" or "Good morning." But he was also afraid the person at the other end of the wire wouldn't hear him if he didn't shout. So he called out "Hullo". This was a very old word.

**3** After a while, people changed the word a little. They called "Hello!" instead. Later, they learned they didn't have to shout at all. But by that time the word had become a habit. Today most people still say "Hello" when they pick up the telephone.

**4** New words are born whenever they are needed. New words are being invented all the time.

**5** Some new words become part of a language, just as hello did. That word was kept because it was so useful. Other new words that aren't so useful may be forgotten soon. The world is changing all the time, so do words.

**6** Every word has a kind of secret story behind it, just as hello has. Each word is a puzzle.

7 Some of the puzzles are easy to solve. The word “breakfast”, for example, is made up of two smaller words: “break” and “fast”. You know what break means. And when someone fasts, it means he doesn’t eat. Most people fast from the time they go to bed until they get up in the morning. They break their fast when they eat their morning meal - breakfast.

8 But some word puzzles are a little harder. The word “paper” comes from the name of a plant called papyrus. Papyrus grows in hot countries such as Egypt. Long ago in Egypt, men learned how to make sheets of paper from papyrus. They used the sheet to write on. That’s why today the word paper, from papyrus, is used for sheets that are written on. But today’s paper is not made of papyrus at all!

## C. COMPREHENSION

### I. Answer the following questions.

1. What did “hello” mean a hundred years ago?
2. How can people speak to each other when they are far apart?
3. Do you shout when you talk on the phone?
4. What do you usually say when you start talking on the telephone?
5. Do words change in Persian*, too? Can you give an example?
6. Where does the word “paper” come from?
7. Do we have to know the secret stories of words?
8. Can you tell the secret story of a word in Persian*?

### II. True / False

—— 1. Languages change because new words are born all the time.

—— 2. All the new words are forgotten soon.

—— 3. We shouldn’t use a word if we don’t know how it is made.

—— 4. Some things have changed so much that they have actually become a different thing but their names do not show this change.

—— 5. What we write on is called paper because it is made of a plant called papyrus.

### III. Complete the sentences using a, b, c, or d.

1. The first paragraph suggests that -----------.
   a. there were no phones more than a hundred years ago
   b. people enjoyed talking to each other
   c. greeting was very common
   d. people knew what they said
2. They used the word “Hello” over the phone ---------.
   a. to show their fear
   b. to be heard well
   c. because it was a habit in those days

---

* also farsi

d. because they didn't know what "hello" meant

3. The passage says that every word is a puzzle. This is because every word --------------.

a. is difficult to understand

b. has a kind of secret story behind it

c. is changing all the time

d. is useful

4. Long ago in Egypt ----------.

a. people made the word paper from papyrus

b. they knew how to make paper

c. papyrus was used for the word paper

d. they learned the secret story of the word paper

## D. SPEAK OUT

***Structure 1:*** Present and past participles used as adjectives

***Speaking 1***

**Listen and repeat.**

Betty is bored because her job is boring.

Mark is excited because  the film is exciting.

They were amused because the story was amusing.

I was confused because the math problem was confusing.

We were shocked because the news was shocking.

She was surprised because the results were surprising.

***Speaking 2:***

**Substitution Drills**

**Substitute the word(s) in the pattern sentences.**

**A) I was surprised because the film was surprising.**

1. We / book
2. He / news
3. She / cartoon
4. They / the story
5. The boy / the animal
6. The children / the pictures

**B) He was bored because the story was boring.**

1. frightened
2. confused
3. surprised
4. amused
5. excited

***Speaking 3***

***Look at the pictures and answer the questions.***

***Example:***

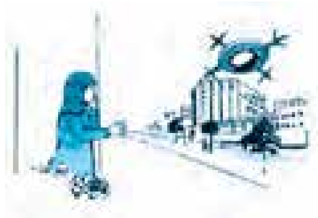
| Why is Ali bored? |
|---|
| Ali is bored because the film is boring |



1. Why are the boys excited?



2. Why is the woman surprised?



3. Why is the man frightened?



4. Why are the children amused?



5. Why is the girl confused?



6. Why is the woman bored?



**Structure 2:** Order of Adjectives
Verb + Adjective

***Speaking 1***

***Listen and repeat.***

This beautiful Persian* carpet is very expensive.

The large white cotton shirt was very old.

The young Indian history student got amused.

The new blue Japanese cars will become cheaper.

The thin tall boy felt very tired.

The dinner mother has made smells good.

The coffee made here usually tastes very nice.

Some of the children standing there look angry.

***Speaking 2***

***Substitution Drill***

***Substitute the words in the pattern sentence.***

The old English physics teacher was very excited.

1. got / surprised
2. seems / confused
3. became / rich
4. feels / happy
5. looks / tired

***Speaking 3***

***Look at the pictures and complete the sentences. Use the correct forms of the words in the box.***

feel, taste, be, look, smell

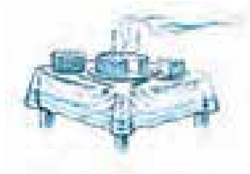


1. The chicken soup ------------------ .

---

* also Iranian

2. The cake on the table ----------------- .



3. Mehdi wasn’t very  well yesterday. But today he ----------------- .



4. Ahmad is sad because his father -----------------



5. The boy is crossing the street carelessly.
That’s why the driver --------- .



### *Speaking 4*

***Answer these questions.***

1. How are you today?
2. Did your father feel tired last night?
3. Did your dinner taste good yesterday?
4. How was your tea this morning?
5. Does your teacher look happy today?

## *E. WRITE IT DOWN*

### *Writing 1*

***Put these words in the correct order.***

1. was expensive - watch - the - gold - old.
2. book - difficult - is - over there - history - the - new.
3. good - very - the - soup - tastes - tomato.
4. felt - old - man - the - tired - very.
5. is - because - surprising - surprised - she - is - the story.
6. because - boring - was - bored - he - the film - got.

***Writing 2***

***Write six sentences using bored, exciting, amusing, confused, surprised, interesting.***

## *To the teacher:*

**Structure 1:** Present and past participles used as adjectives.

**Compare:**

A. The cartoons **amuse** the children very much.

B. The children are **amused** because the cartoons are **amusing.**

A. The news **surprised** me very much.

B. I am **surprised** because the news was **surprising.**

### Notes:

1. In sentence A the underlined word is a verb while in sentence B the underlined word functions as adjectives.
2. Both present and past participles can be used before nouns.

### *Examples:*

I read an interesting book last month.

The interested students asked a lot of questions.

***Structure 2:*** adjectives

Adjectives can be used in two ways:

a) before nouns

b) after linking verbs

Linking verbs are: appear, be, become, feel, look, smell, taste, get, grow

### *Examples:*

He is a **good** student.

The soup tastes **nice.**

***Structure 3:*** order of adjectives

The **old** **physics** teacher was very excited.

He bought a **large** **white** **cotton** **shirt.**

**Notes:**

1. Sometimes, more than one adjective precedes a noun.
2. In such cases the usual pattern is as follows:

| determiner + | quality + | size + | color + | nationality + | material + | noun |
|---|---|---|---|---|---|---|
| a | nice | long | red | French | cotton | blouse |

## *F. LANGUAGE FUNCTION*

***Talking about one's job***

***1.***

A | Who do you work for?
  | What company are you with?

B | I work for a bank.
  | I'm with Iran Air.

***2.***

A | What does your job involve?
  | What do you do?

B | I keep accounts.
  | I manage an office.
  | I have to prepare reports.

## G. PRONUNCIATION

***The words in this section all have stress on the last syllable.***

***Listen to your teacher and then repeat the words.***

| | |
|---|---|
| Chinese | understand |
| Japan | Japanese |
| fourteen | seventeen |
| eighteen | Lebanese |
| accept | |

***Now practice sentences with these words. Follow the examples.***

**Examples:**

a) He is Chinese.
b) I can speak Japanese.
c) I don't accept it.
d) He is sixteen.

## H. VOCABULARY DRILL

***Fill in the blanks with the words given.***

shout, mean, heard, picked up, behind, solve

1. This seems to be a difficult problem. I don't know how to -------- it.
2. "Leave the room, immediately."
   "Do you really ---------- it?"
3. I haven't ------- anything about the accident yet.
4. "Where have you parked your car?"
   "It is just -------- yours."
5. "Don't -------. I am going to teach."
6. He -------- the child and put her on the chair.

# I. VOCABULARY

after a while*
amused (adj)
amusing* (adj)
behind*
bored (adj)
boring (adj)
call out
carpet
company
confused (adj)
confusing (adj)
cotton

Egypt*
exciting
excited* (adj)
far apart*
fear*
fast* (n,v)
frightened (adj)
habit*
hard working*
How do you do?*
invent*
invention*

involve
Iran Air
instead (of)*
keep accounts
long ago*
make up*
manage
meal*
Moslem*
papyrus*
report (n)
sheet*

shocked* (adj)
shocking (adj)
shout* (v)
smell (v)
surprised (adj)
surprising (adj)
taste (v)
up and down*
whenever*
wire* (n)
such as
result
frightening

# LESSON SIX

## A. NEW WORDS

***1.***

a. He may not know the answer to this chemistry problem.
His **field** is physics.

b. “What’s your **field** of interest?”
“My **field** of interest is art.”

***2.***

a. They have **designed** a new car. It’s smaller and cheaper.

b. “Do you know the designer of Azadi tower?”
“No, I don’t.”

***3.***

a. The new **giant** airplanes have more than 300 seats.

b. He is the **giant** of his family. He’s almost 6 feet tall.

***4.***

a. Man has sent **spacecrafts** to other planets.
Recently one of them sent very clear pictures from the Mars.

***5.***

a. The moon **orbits** round the Earth and the Earth **orbits** round the Sun.

***6.***

a. Please make any **endeavour** to arrive on time.
Otherwise, they will not let you take the exam.

b. Computers can help in most fields of human **endeavour.**

***7.***

a**. Disabled** people cannot use some parts of their body properly.

b. There are computer programs which can help some **disabled** people.

***8.***

a. Computers **process** information. They can do a series of actions on the information which is given to them.

***9.***

a. They **switched** the conversation to a different topic when she came in.

b. “Could you **switch** the TV **over**?”
“There’s a good movie on channel four.”

## B. READING

# What is a Computer?

**1** Computers are changing all our lives and also old ways of doing things with their superhuman speed. They come in different sizes – from very large to small pocket–sized ones. They can almost be used in any field of activity. No one can deny their influence and importance.

**2** Computers are used to design different things. They are used in giant airplanes and modern cars. All spacecrafts which are orbiting out through space are controlled by computers.

**3** In addition to helping us to work better, computers are opening new fields of endeavour. Perhaps the most important is in medicine where computers are helping doctors to research disease, chemists to design drugs and disabled people to learn skills. But how is the computer able to perform so many different tasks?

**4** A computer does all these tasks by means of processing the information. It can do all this because it is programmable. This means that it can be given instructions, called programs, which tell it exactly what to do. By feeding in different programs, computers can be switched from one job to another.

**5** Furthermore, computers can also be programmed to do many separate tasks at the same time. The central computer of an airline, for example, is constantly busy sending and receiving information to and from offices and airports around the world.

## C. COMPREHENSION

### *I. Answer the following questions.*

1. Can computers help us to do things faster?
2. Can computers help us design new tools?
3. What are the different things that computers can perform?
4. How can computers help chemists?
5. How does a computer work?
6. Can computers think?

### *II. True / False?*

— 1. Computers have only influenced some part of our daily activeites.

— 2. Computers could be used for entertainment too.

— 3. Computers can design different things without our instructions.

— 4. Computers can do research in different fields.

— 5. A computer has the capacity to handle different things.

— 6. A computer can only do things according to the programs they are fed in.

### *III. Complete the sentences using a, b, c, or d.*

1. According to the passage ---------------- .
   a. the computer has had little effect on your life
   b. people usually use pocket - sized computers at home
   c. computers are available everywhere
   d. the computer will influence our life in different aspects
2. Computer programs ----------------.
   a. process information
   b. tell the computer what to do
   c. can perform so many tasks
   d. can feed the computer
3. Computers can be used ----------------.
   a. in the field of medicine

b. to design drugs for disabled people

c. to switch from one job into another

d. by chemists only

4. We learn from the passage that ---------------- .

a. disabled people do research to design drugs

b. doctors teach the disabled people different skills

c. computers are used in research projects

d. computers should only do certain tasks

## D. SPEAK OUT

***Structure:*** Passive (be + PP)

### *Speaking 1*

***Listen and repeat.***

A room can be built there.
All cars must be parked outside.
This letter shouldn't be answered immediately.
The men may be invited to the party.

This film has been shown several times.
These cars haven't been used since 1990.
The old man hasn't been seen for many years.
The problem had been solved by a few students.
The house hadn't been repaired before they arrived.

Where is his car parked?
When was the bridge built?

When will the bridge be finished?
How should they be informed?

Why hasn't the car been repaired yet?
Why hadn't the doctor been called before?

What is made in this factory?
Who was injured in the accident?

What should be written to Ali?
Who will be sent to the meeting?

What has been bought for John?
Who had been employed before?

### ***Speaking 2***

**Substitution Drills**

**Substitute the word(s) in the pattern sentences. Make changes if necessary.**

**A) Very good cars can be made in this factory.**

1. must
2. may
3. will
4. should

**B) The picture has been taken by Ali.**

1. The problem / solve
2. These questions / answer
3. Your book / find
4. Those pictures / draw
5. The window / break

**C) What is written on this page?**

1. was written
2. must be written
3. will be written
4. should be written
5. has been written
6. had been written

**D) When should the house be repaired?**

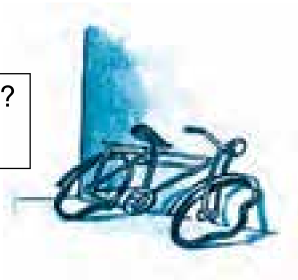
1. Where / built
2. Why / sold
3. When / painted
4. Why / repaired
5. When / completed

***Speaking 3***

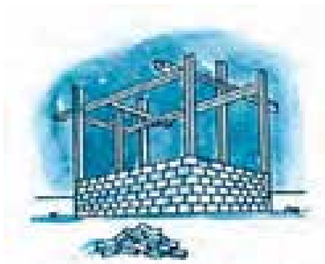
***Give Yes or No answers.***

***Example:***

| |
|---|
| Can this bicycle be repaired? |
| No, it can't be repaired. |



1. Can this building be completed today?



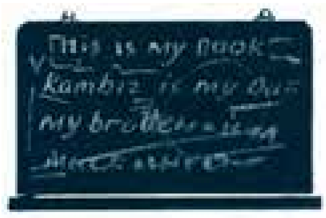
2. Should Betty's hands be washed?



3. Will he be caught by the police?



4. Has the blackboard been cleaned?




5. Have these sentences been written beautifully?



6. Had the clothes been washed when she arrived?



## Speaking 4

**Change these sentences into questions.**

**A) The tiger was seen in the forest last year.**

1. What ------------------------------------------?
2. Where ------------------------------------------?
3. When ------------------------------------------?

**B) Their names must be written on this page today.**

1. What ------------------------------------------?
2. Where ------------------------------------------?
3. When ------------------------------------------?

**C) This problem had been solved in the classroom before.**

1. What ------------------------------------------?
2. Where ------------------------------------------?
3. When ------------------------------------------?

## *Speaking 5*

***Answer these questions.***

***Example:***

| |
|---|
| Where is the car parked? |
| The car is parked in front of a house. |



1. When is the shop closed on Thursdays?



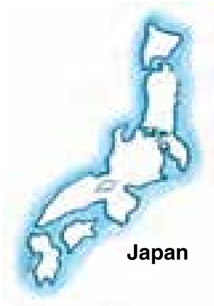
2. How many shirts have been washed?



3. Where has the English sentence been written?



4. What language is spoken in this country?




5. How much homework should be done by the student?



## E. WRITE IT DOWN

### *Writing 1*

***Write the correct form of the verbs in parentheses.***

## *Example:*

| |
|---|
| These sentences (should write) in your notebooks. |
| These sentences should be written in your notebooks. |

1. The bridge (build) just two years ago.
2. You (must answer) the questions in English.
3. We (invite) to dinner last Monday night.
4. This plane (can fly) at a very high speed.
5. This watch (work) very well since last year.
6. Monkeys (study) in this lab for many years.

7. Our holidays (will begin) next month.
8. This engine (use) a lot of electricity every day.
9. His brother (find) near the park last night.
10. The questions (can answer) easily.

***Writing 2***

***Use the words in parentheses to make new sentences.***

***Example:***

| |
|---|
| The car was fixed yesterday. (use - tomorrow) |
| It will be used tomorrow. |

1. This film can be shown this Friday. (make - in Japan)
2. This lesson has been taught before. (can practice - now)
3. The book was finished last week. (publish - tomorrow)
4. The new ship will be used from tomorrow. (buy - yesterday)
5. The letter was posted by John. (write - before you arrived)

# To the teacher:

**Structure:** more on passive form

**Previous pattern** (book I)

**Compare:**

(Active) **Reza** washed **the car** yesterday.
A B

(Passive) **The car** was washed **(by Reza)** yesterday.
B A

A did B . B was done (by A)

## Notes:

1. The passive form of a verb has two parts, a form of be (am, is, are, was, were, being, been), and the past participle of the main verb.
2. We use the passive when:
   a) It is not important to know the doer of an action.
   b) We do not know the doer of an action.
   c) We are more interested in the action itself.

| Tense | Active | Passive |
|---|---|---|
| simple present | washes | am / is / are washed |
| simple past | washed | was / were washed |
| present perfect | have / has washed | have / has been washed |
| past perfect | had washed | had been washed |
| Modals | will / can / may / must wash | will / can / may / must be washed |
| | have to / has to wash | have to / has to be washed |
| | am / is / are going to wash | am / is / are going to bewashed |

## F. LANGUAGE FUNCTION

### *Asking For Directions*

***1.***

A: Excuse me, how do I get to the station, please?

B: The bus station?

A: Yes, that's right.

B: Go straight on. It's three blocks down this street, on your left.

A: Thanks a lot.

***2.***

A: Excuse me. Can you help me? I want to get to the post office.

B: Ah, yes. Turn right, then take the second turning on your left. It's on the right-hand side.

# G. PRONUNCIATION

***Listen to your teacher. Then decide to which column the following words belong.***

1. angry
2. above
3. remembered
4. belief
5. decided
6. wanted
7. never
8. hotel
9. computer
10. department
11. people
12. enjoy
13. forget
14. before
15. classes

| I . | . I | . I . |
|---|---|---|
| angry | | |
| | above | |
| | | remembered |
| | | |
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| | | |

# H. VOCABULARY DRILL

***Fill in the blanks with these nouns and adjectives:***

careful, care, happiness, happy, useful, use

1. He's too -------- with his money.
2. Computers and videos are ------- things to have at schools.
3. A pilot must do his work with great -------.
4. I'll be ------- to meet him when I have free time.
5. He wrote a book about the ------- of wind power.
6. Her success brought ------ to her poor family.

# I. VOCABULARY

action*
activity*
airline*
aspect*
available
by means of*
block
capacity*
central*
chemist*
come in*
constantly*
deny*
design* (v)
designer*
disabled*(adj)
drug*
field

endeavour*
entertainment*
exactly*
furthermore*
giant*
go straight on
handle* (v)
in addition to*
influence* (v)
inform
on your left
orbit* (v)
otherwise*
perform*
pocket - sized*
process* (v)
programmable*
pilot
planet

project* (n)
properly*
research* (v)
right _ hand side
separate* (adj)
series*
spacecraft*
success
superhuman*
switch* (v)
task*
tower
turn (v)
turning
wind power
Mars
human

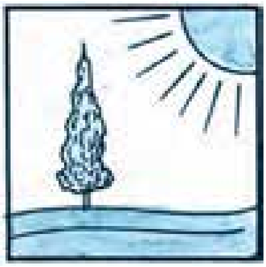
# Review Exercises (2)

***A) Use the cues to make complete sentences.***

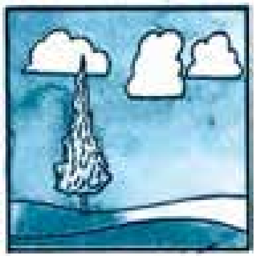
1. it / difficult / an old man / run very fast
2. it / necessary / us / work / very hard
3. it / easy / monkeys / climb trees
4. I / tired of / wait / them
5. He / insist on / have a holiday / the North
6. Park / forbid / in the street
7. Play football / make / Hamid tired

***B) look at the pictures and make sentences like the example.***
***Use "be going to" in your sentences.***

**Example:** It's going to be sunny tomorrow.



sun



1. --------------------------------------- .

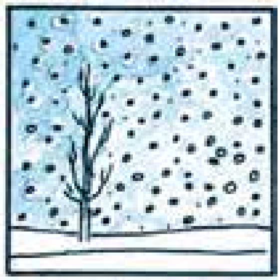
cloud



2. --------------------------------------- .

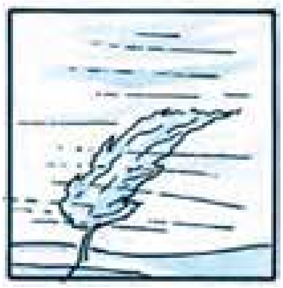
rain

3. ---------------------------------------- .



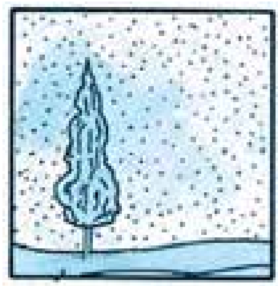
snow

4. ---------------------------------------- .



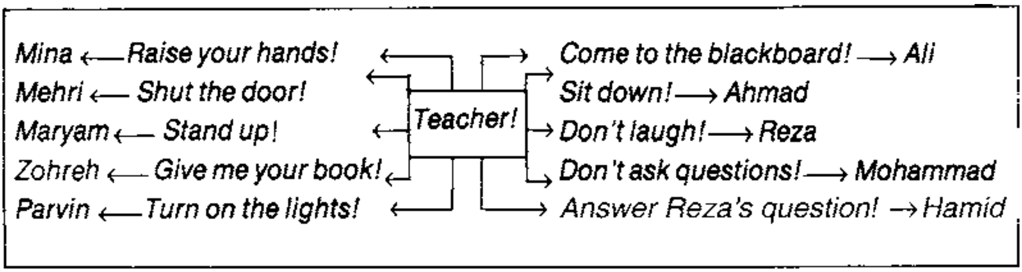
wind

5. ---------------------------------------- .



fog

***C) Study the diagram and answer the questions.***



**Example:**

| |
|---|
| What did the teacher say to Ali? |
| He told him to come to the blackboard. |

1. What did the teacher say to Ahmad?

   ------------------------------------------------------------------- .

2. What did the teacher say to Reza?

   ------------------------------------------------------------------- .

3. What did the teacher say to Mohammad?

   ------------------------------------------------------------------- .

4. What did the teacher say to Hamid?

   ------------------------------------------------------------------- .

5. What did the teacher say to Mina?

   ------------------------------------------------------------------- .

6. What did the teacher say to Mehri?

   ------------------------------------------------------------------- .

7. What did the teacher say to Maryam?

   ------------------------------------------------------------------- .

8. What did the teacher say to Zohreh?

   ------------------------------------------------------------------- .

9. What did the teacher say to Parvin?

   ------------------------------------------------------------------- .

***D) Can you write these sentences in a different way?***

**Example:**

| |
|---|
| I bought him a red pen. |
| I bought a red pen for him. |

1. They themselves have eaten the cake.
2. This isn't my notebook.
3. Studying very hard is necessary for all students.
4. It is easy for him to answer these questions.

***E) Put these words in the correct order.***

1. is sure – hers – this pen – he – isn't.
2. yours – this – book – is?
3. be – here – those cars – must – parked.
4. found – the – book – been – hasn't – yet.
5. bought – for her – has – what – been?
6. your English – improve – will – very – hard – practicing.
7. very – swimming – like – I – much.
8. the plates – for – sorry – was – he – breaking.

### *F) Complete the sentences with the proper words from the list.*

good – sitting – chicken – bored – used

1. Was the film interesting? No, it wasen't, because the children were ...... .
2. The men...... in the park were very old.
3. The tables...... in the office are all white.
4. Do you like the tea? No, it doesn't taste...... .
5. He wanted to have some French...... soup.

### *G) Complete these sentences. Use the following words with proper prepositions.*

talk, look, similar, interested

1. Mrs Salehi is very old. She can't live alone. She needs someone to ........ her.
2. The little boy hasn't been found yet. The police are still ........ him.
3. Is his schoolbag different from yours? No, his schoolbag is very ........ mine.
4. Have you asked Ali why he is so impolite?
   No, but I'll........ him this morning.
5. Does Nahid like the film about the sun and stars? Yes, she is very ........ scientific subjects.

### *H) Put these words in the correct order.*

1. on – please – the radio – turn.
2. him – usually – wake – I – at 6 – up.
3. found – is – you – the pen – mine.
4. the classroom – are – the benches – very old – in.
5. the – English – interesting – book – history – was.
6. you – home – tonight – came – if – you – them – see – would.

# IRREGULAR VERBS

| Present | Past | Past Participle |
|---|---|---|
| be | was/were | been |
| bear | born | born |
| become | became | become |
| begin | began | begun |
| blow | blew | blown |
| break | broke | broken |
| bring | brought | brought |
| build | built | built |
| burn | burnt | burnt |
| buy | bought | bought |
| catch | caught | caught |
| choose | chose | chosen |
| come | came | come |
| cost | cost | cost |
| cut | cut | cut |
| do | did | done |
| draw | drew | drawn |
| dream | dreamt | dreamt |
| drink | drank | drunk |
| drive | drove | driven |
| eat | ate | eaten |
| fall | fell | fallen |
| feed | fed | fed |
| feel | felt | felt |
| find | found | found |
| fit | fit | fit |
| fly | flew | flown |
| forbid | forbade | forbidden |
| get | got | got/gotten |
| give | gave | given |

| Present | Past | Past Participle |
|---|---|---|
| go | went | gone |
| grow | grew | grown |
| have | had | had |
| hear | heard | heard |
| hide | hid | hidden |
| hit | hit | hit |
| hold | held | held |
| hurt | hurt | hurt |
| keep | kept | kept |
| know | knew | known |
| learn | learnt | learnt |
| leave | left | left |
| let | let | let |
| lose | lost | lost |
| make | made | made |
| mean | meant | meant |
| meet | met | met |
| pay | paid | paid |
| put | put | put |
| read | read | read |
| ride | rode | ridden |
| rise | rose | risen |
| run | ran | run |
| say | said | said |
| see | saw | seen |
| sell | sold | sold |
| send | sent | sent |
| set | set | set |
| shine | shone | shone |
| show | showed | shown |
| sing | sang | sung |
| sit | sat | sat |
| sleep | slept | slept |
| speak | spoke | spoken |
| spend | spent | spent |
| stand | stood | stood |

| **Present** | **Past** | **Past Participle** |
|---|---|---|
| steal | stole | stolen |
| stick | stuck | stuck |
| swear | swore | sworn |
| swim | swam | swum |
| take | took | taken |
| teach | taught | taught |
| tell | told | told |
| think | thought | thought |
| understand | understood | understood |
| wake | woke | woke/woken |
| wear | wore | worn |
| win | won | won |
| write | wrote | written |

# Word List

- The numbers inside brackets refer to the lessons.
- The asterisks mark words used in the reading text.

## A

| | |
|---|---|
| ability* | (3) |
| action* | (6) |
| activity* | (6) |
| afraid (of) | (3) |
| after a while* | (5) |
| airline* | (6) |
| allow* | (1) |
| amount* | (3) |
| amused (adj) | (5) |
| amusing* (adj) | (5) |
| and so on* | (4) |
| area* | (3) |
| as soon as* | (2) |
| ashamed of* | (2) |
| aspect* | (6) |
| at the end of* | (1) |
| at the front* | (1) |
| athlete* | (4) |
| attract* | (4) |
| available | (6) |
| average* | (1) |
| award* | (4) |

## B

| | |
|---|---|
| basically* | (4) |
| basis* | (3) |
| bathroom | (4) |
| (be) careful about | (1) |
| (be) interested in | (1) |
| (be) on time | (2) |
| behave* | (1) |
| behind* | (5) |
| blind | (2) |
| block | (6) |
| bored (adj) | (5) |
| boring (adj) | (5) |
| bottom | (4) |
| boxing* | (4) |
| brain* | (3) |
| briefly* | (3) |
| bronze* | (4) |
| by means of * | (6) |

## C

| | |
|---|---|
| call out | (4) |
| call up | (3) |
| capacity* | (6) |
| carpet | (5) |
| case* | (1) |
| celebration* | (4) |
| central* | (6) |
| certain* | (1) |
| channel* | (1) |
| chemical* | (3) |
| chemist* | (6) |
| choice* | (1) |
| choose* | (1) |
| clerk | (2) |

colorful (1)
come in* (6)
committee* (4)
company (5)
competition* (4)
confused (adj) (5)
confusing (adj) (5)
conscious* (3)
consist of* (4)
constantly* (6)
continue* (1)
control*(v) (4)
cotton (5)
cycle (v) (4)

## D

daily* (1)
dangerous (2)
dead* (3)
degree* (2)
Denmark (4)
deny* (6)
depth (4)
design*(v) (6)
designer* (6)
detail* (3)
disabled*(adj) (6)
discussion (2)
dislike (2)
driving test (2)
drug* (6)

## E

educate* (2)
effect* (1)
Egypt* (5)
emotional* (3)
encourage (4)
end* (n) (2)
end (v) (1)
endeavour* (6)
enter (3)
entertainment* (6)
envelope (4)
even* (adj) (3)
event* (3)
exactly* (6)
examine* (2)
except* (adv) (1)
exciting (5)
excited* (adj) (5)
exist (3)
experiment* (1)
eyesight* (1)

## F

fact* (2)
far apart* (5)
fashionable* (2)
fast* (n,v) (5)
fear (6)
feeling* (n) (3)
fill* (2)
final* (2)
fit* (2)
flight (2)
forbid* (2)
force (v) (4)
foreigner (3)
forest (3)

fortune* (4)
free* (2)
friendship* (4)
frightened (adj) (5)
furthermore* (6)
future* (1)

## G

get ... away from* (1)
giant* (6)
go straight on (6)
goal* (2)
government* (2)
Greece* (4)
gymnastics* (4)

## H

habit* (5)
handle* (v) (6)
hard working* (5)
harmful (1)
hear about (3)
heat (n) (4)
height (4)
hobby (3)
hold* (4)
holiday* (1)
honest (2)
housewife* (1)
How do you do?* (5)
How often ...? (1)
however* (2)

## I

ice - hockey* (4)
immediately (4)
imperative (4)
improve* (1)
in addition to* (6)
in fact* (2)
in other words* (2)
include* (4)
individual* (n) (4)
influence* (6)
influence* (v) (1)
inform (6)
information* (3)
insist on (2)
instead* (of) (5)
instruction (4)
interest* (n) (3)
international* (4)
invent* (5)
invention* (5)
involve (5)
Iran Air (5)

## J

jet (3)

## K

keep accounts (5)

## L

| | |
|---|---|
| lake | (4) |
| length | (4) |
| lie* (v) | (2) |
| long ago* | (5) |
| look after | (3) |
| loss* | (3) |

## M

| | |
|---|---|
| make up* | (5) |
| manage | (5) |
| meal* | (5) |
| means* | (2) |
| measure (n) | (4) |
| medal* | (4) |
| meeting* (n) | (4) |
| memory* | (3) |
| mental* | (3) |
| mind (v) | (3) |
| mistake | (3) |
| modern* | (2) |
| Moslem* | (5) |
| movie* | (1) |
| music* | (1) |

## N

| | |
|---|---|
| nation* | (2) |

## O

| | |
|---|---|
| object* (n) | (3) |
| observation* | (1) |
| occur* | (3) |
| Olympia* | (4) |
| Olympic* | (4) |
| Olympics* | (4) |
| on your left | (6) |
| once (a week) | (1) |
| operate | (4) |
| orbit* (v) | (6) |
| organize* | (4) |
| otherwise* | (6) |
| out at work | (1) |
| over and over* | (3) |
| overlearning* | (3) |

## P

| | |
|---|---|
| pace* | (3) |
| painful* | (3) |
| pair | (4) |
| papyrus* | (5) |
| passenger | (2) |
| perfect* (adj) | (2) |
| perform* | (6) |
| period* | (1) |
| permit (v) | (4) |
| photographic* | (3) |
| physical* | (3) |
| place* (v) | (4) |
| plain* (n) | (4) |
| play a part in* | (4) |
| pocket - sized* | (6) |
| poem* | (3) |
| possible* | (2) |
| powerful | (1) |
| practice (n) | (1) |

prepare* (2)
pressure* (1)
probably (1)
process* (v) (6)
produce* (2)
programmable* (6)
project* (n) (6)
properly* (6)
psychologist* (3)

## Q

question* (v) (3)

## R

rapidly (2)
realize* (2)
recall* (3)
recent* (1)
recently* (1)
record* (n,v) (3)
refuse* (2)
relax* (adj) (1)
relaxed* (1)
religious* (4)
report (n) (5)
research* (n) (1)
research* (v) (6)
researcher (1)
responsible (3)
right - hand side (6)
role* (2)
rubbish* (2)

## S

scene* (3)
search for* (3)
separate* (adj) (6)
series (6)
serious (4)
service* (3)
sheet* (5)
shelf (4)
shocked* (adj) (5)
shocking (adj) (5)
shopkeeper (3)
shout* (v) (5)
show (n) (2)
silently (4)
silly* (2)
silver* (4)
single* (1)
site* (4)
skating* (n) (4)
skiing* (n) (4)
skill (1)
slow down* (3)
smell (v) (5)
snow - covered* (4)
so far* (4)
society* (2)
sorry about (3)
spacecraft* (6)
sport* (1)
stay* (at) (1)
stick in one's mind* (3)
struggle* (n) (1)
stupid (2)
success (6)
successfully* (1)

superhuman* (6)
surprised (adj) (5)
surprising (5)
switch* (v) (6)

## T

take a test (1)
take away from* (2)
take part in* (4)
talk with (3)
task* (6)
taste (v) (5)
team* (4)
television set* (1)
theater* (1)
thus* (3)
together (4)
tower (6)
track and field* (4)
turn (v) (6)
turn up (3)
turning (6)
twice (a week) (1)
type* (n) (1)

## U

unusual* (1)
up and down (5)
useful* (2)

## V

value* (2)
viewer* (1)

## W

weak (1)
weather (3)
weekend (3)
weekly (4)
What time is the film on? (2)
whenever* (5)
whether* (2)
width (4)
win (4)
wind power (6)
winner* (4)
wire* (n) (5)
wonderful (1)
worry about* (1)
wrestle* (4)
wrestling* (4)

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